Year 8 Options Evening

Personalised Learning at SWCHS

Tuesday 14 January, 2020
Year 8 Curriculum Evening

Mr Tony Wheeler
Year 8 Achievement Coordinator

Personalising the curriculum
Year 8 Curriculum Evening

Mr Graham Oxborrow

Director of Curriculum
Aims

- To outline key national developments that continue to influence the curriculum at SWCHS
- To outline the revised structure of Year 9 curriculum
- To outline the new ‘two stage’ options processes in Years 8 and Year 9
- To introduce the range of Year 9 courses available and opportunities to personalise the curriculum
National Context

Introduction of more challenging, linear GCSE and equivalent courses, with more terminal assessment (exams!) and in many cases more content.

Demanding new requirements for careers education and ‘PSHE’ education
## Literacy – Which Subject?

### 4.4 Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptor</th>
<th>Marks awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>High performance</td>
<td>• Learners spell and punctuate with consistent accuracy.</td>
<td>3 marks</td>
</tr>
<tr>
<td></td>
<td>• Learners use rules of grammar with effective control of meaning overall.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learners use a wide range of specialist terms as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Intermediate performance</td>
<td>• Learners spell and punctuate with considerable accuracy.</td>
<td>2 marks</td>
</tr>
<tr>
<td></td>
<td>• Learners use rules of grammar with general control of meaning overall.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learners use a good range of specialist terms as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Threshold performance</td>
<td>• Learners spell and punctuate with reasonable accuracy.</td>
<td>1 mark</td>
</tr>
<tr>
<td></td>
<td>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.</td>
<td></td>
</tr>
<tr>
<td>No marks awarded</td>
<td>• The learner writes nothing.</td>
<td>0 marks</td>
</tr>
<tr>
<td></td>
<td>• The learner’s response does not relate to the question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The learner’s achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.</td>
<td></td>
</tr>
</tbody>
</table>
New GCSE Grading Structure

<table>
<thead>
<tr>
<th>NEW GCSE GRADING STRUCTURE</th>
<th>CURRENT GCSE GRADING STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A*</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>G</td>
</tr>
<tr>
<td>U</td>
<td>U</td>
</tr>
</tbody>
</table>

**GOOD PASS (DfE)**

- 5 and above = top of C and above
- 4 and above = bottom of C and above

Personalising the curriculum
National Context

The revised curriculum at SWCHS aims to:

- allow all students to acquire the deep knowledge and understanding required to make good progress in reformed GCSE and equivalent courses
- allow all students to develop transferable learning skills and positive character traits
- allow all students to make good progression choices, within requirement to stay in education or training until age 18
“In secondary schools, it is about ensuring that pupils are able to study the full breadth of the national curriculum in key stage 3, with the EBacc subjects as the foundation of key stage 4, allowing them to make informed choices for future work and study.” (Amanda Spielman (2018), in her second Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills)
The English Baccalaureate

- Regarded by government as providing a strong academic core to the curriculum
- Liked by universities/colleges
- Students must achieve Grade 5+ passes in Maths, English Language, two Sciences (can include Computer Science), History or Geography, and a Language
“The curriculum [should remain] as broad as possible for as long as possible, and pupils are able to study a strong academic core of subjects, such as those offered by the English Baccalaureate (EBacc).” (OFSTED Schools Inspection Framework).
National Context

Overall ‘direction of travel’:

- A time of unprecedented curriculum change, at the same time as funding cuts!
- Rightly or wrongly, the net effect of government policy is to drive schools towards a more traditional, ‘academic’ curriculum.....
- ....and towards retaining curriculum breadth for longer
National Context

SWCHS response:

- In Year 9 students will study a broader range of courses that will continue to develop the skills and knowledge required to underpin GCSE studies but will not include GCSE specification content.

- Students will finalise GCSE course choices in Year 9 and study these courses in Years 10 and 11.
The Year 9 curriculum will combine compulsory ‘core’ subjects with optional ‘personalised’ elements:

<table>
<thead>
<tr>
<th>Core subjects</th>
<th>Taught Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and English Literature</td>
<td>7</td>
</tr>
<tr>
<td>Maths</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>PE</td>
<td>4</td>
</tr>
<tr>
<td>RPE</td>
<td>3</td>
</tr>
</tbody>
</table>
In Science:

- Standard Year 9 course
- Decisions taken towards end of year about suitability to study ‘Triple Science’ (3 GCSEs in separate sciences (Biology, Chemistry, Physics) or GCSE Combined Science (equivalent of 2 GCSEs in Science covering content in Biology, Chemistry and Physics)
Personalised Learning

Underlying principle:

- Students will continue to follow a combination range of courses in Year 9 that offers genuine breadth and balance, includes subject-based and other enrichment, and continues to prepare students for GCSE studies in Years 10 and 11.

- There will still be significant elements of choice.
Personalised Learning

Underlying principle:

- Students will then make further choices during Year 9 to refine their final GCSE courses for Years 10 and 11.

- In effect, a new two-stage options process.

- Introduces the opportunity for students to trial ‘new’ subjects before making final GCSE choices – a significant benefit.
Personalised Learning

Humanities

- All students will study **Geography** and **History** in Year 9 (3 periods each)
- All students will then opt later to study one of these subjects at GCSE in Years 10 and 11
- It will be possible to opt to study both subjects at GCSE level
Personalised Learning

Languages

- In Year 9 the vast majority of students will continue to study one language (5 periods) from:
  - French
  - German
  - Spanish (not an ‘easy option’!!)
  - Latin (if course started in Y8)
Personalised Learning

Languages

- In Year 9 it will be possible for able linguists to opt for **French** or **German** as a second language as an ‘open’ option (3 periods)
- This will require students to commit to one additional lesson per week after school
- Most students will continue one language at GCSE level in Years 10 and 11
Where this best meets their individual learning needs, a small number of students will be invited by the school to follow an alternative ‘conversational language’ and structured Study Support programme in Year 9, and a full Study Support programme in Years 10 and 11,
Personalised Learning

Creative Option

- All students in Year 9 will opt for one ‘creative’ subject option (3 periods), from:
  - Art or 3D Art
  - Computing
  - Dance
  - Digital Information Technology
  - Drama
  - Food Preparation & Nutrition
  - 3D Design (Architecture)
Personalised Learning

Creative

- All students in Year 9 will opt for a ‘creative’ subject option, from:
  - Music
  - Product Design
  - Textiles

- It will be possible for students to opt for further creative options as an ‘open’ option
Personalised Learning

‘Open’ Additional Options

In Year 9, two ‘open’ options available – each of 3 periods:

- Art or 3D Art
- Computing
- Dance
- Digital Information Technology
- Drama
- Food Preparation & Nutrition
- 3D Design (Architecture)
- Music
- Product Design
- Textiles
Personalised Learning

‘Open’ Additional Options

- In Year 9, **two** ‘open’ options available – each of 3 periods:
  - Business
  - Health & Social Care
  - French or German as a second language – but note commitment to one additional lesson per week in Year 9
  - PE
Personalised Learning

- At GCSE some of these options will be specialist courses based on a generic Art specification:
  - Art
  - 3D Art
  - 3D Design (Architecture)
  - Textiles

- It will be possible to opt for two of these courses in Year 9, but not three

- Students will only be able to take one of these forward to GCSE in Years 10/11
# Year 9 Course Summary

<table>
<thead>
<tr>
<th>History (3 periods)</th>
<th>Geography (3 periods)</th>
<th>Languages (5 periods)</th>
<th>Creative (3 periods)</th>
<th>Open (3 periods)</th>
<th>Open (3 periods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Compulsory</td>
<td>One from De, Fr, La, Sp compulsory for most <em>or</em> Alternative Curriculum</td>
<td>One from Ad, Da, Dr, Mu, Tech, Computer Science, DIT</td>
<td>Second Language* or Ad, Da, Dr, Mu or Tech or Bs, CS, HSC, DIT, PE</td>
<td>Ad, Da, Dr, Mu or Tech or Bs, CS, HSC, DIT, PE</td>
</tr>
</tbody>
</table>

*Second language option (Fr/De only) for able linguists who want to take second language. 3 periods here supplemented by 1 lesson/week after school*
Personalised Learning

- The idea is for students to maintain genuine breadth and balance.
- They also have genuine choice in their curriculum.
- Students will be able to ‘trial’ some courses, before making final GCSE options next year eg History or Geography, Art or Graphics, Art or Textiles?
Final GCSE Choices

In Year 9, a second options process will allow students to finalise their 4 GCSE course options (5 periods each):

- History or Geography
- One language
- Two ‘open’ options – can include second Humanities or Language
Who will fly Easyjet’s aircraft?
Who is this and what is her job?

“Is this Britain's most successful female engineer?” (Daily Telegraph)
Who is this and what is her job?

Ailie MacAdam: a former student at SWCHS!
What Can We Do? A National Issue!

- See beyond gender stereotypes – there are great careers out there for boys and girls!
- Follow your passions and interests – don’t be put off by others!
- Find out what qualifications different careers need – make informed choices
- ‘Unifrog’

Easyjet pilot working
Last year with Year 8 girls
Year 8 Curriculum Evening

Mr Tony Wheeler

Year 8 Achievement Coordinator

Personalising the curriculum
Guidance

All students will understand how their choices:

- Fit into a broad, balanced and coherent but still personalised curriculum
- Have consequences for future GCSE study and career. Avoid gender bias!
- Are based on accurate information on progress and motivation
- Should be based on their own personal strengths rather than those of their friends, or the desire to have their current teacher!
Guidance

- **Y8 Curriculum Evening**: 14th January.
- **Y8 Progress Check 2**: published early-February
- **Specific subject queries** about student progress should be raised at Parents’ Evenings or directed to subject teachers via email or phone call.
- More general queries should be directed to the form tutor in the first instance. NB: tutors will not be able to answer subject-specific questions.
- **Options ‘Booklet’** will be published electronically after the **Options Assembly**: 27th February.
Y8 Spring Progress Check (early-February)

1. Learner Score
2. Improvement Codes
3. SWCHS Target Attainment Band
4. Forecast Attainment Band
Attainment Bands
Where students are in relation to the SWCHS end of Year 8 Expected Standard:

- **Working Towards** the Expected Y8 Standard
- **Working Towards +** (i.e. nearly meeting)
- **Meeting** the Expected Y8 Standard
- **Above** the Expected Y8 Standard
- **Well Above** the Expected Y8 Standard

‘Meeting’ the SWCHS end of Y8 standard indicates that, if they continue to make good progress, they have the potential to go on to achieve a Grade 5 at GCSE in this subject at the end of Year 11.
Attainment Bands

Where students are in relation to the SWCHS end of Year 8 Expected Standard:

**Target Attainment Band:** what your child should be aiming to achieve by the end of the year. This target is informed by their KS2 performance, and the work they have been producing in Key Stage 3.

**Forecast Attainment Band:** what teachers forecast your child is likely to actually achieve at the end of the year.
Guidance

- Please use **Form Tutors** as first point of contact

- Further support is offered by [AWheeler@swchs.net](mailto:AWheeler@swchs.net) or [P Banks@swchs.net](mailto:PBanks@swchs.net)

- An appointment can be made with **Mrs Revell** for specific career information. Please make requests through [P Banks@swchs.net](mailto:PBanks@swchs.net)

- Queries regarding the structure of Year 8 options choices should be made with Mr Oxborrow on [Goxborrow@swchs.net](mailto:Goxborrow@swchs.net)
Key Dates

- Year 8 options assembly: **27 February** (Options Booklet published)
- Year 8 Progress Check: **early-February**
- Year 8S Parents’ Evening: **19 March**
- Year 8W Parents’ Evening: **26 March**
- Senior staff will be available for further queries on options during those evenings
- Option forms submitted: **3 April**
THE 13-19 CURRICULUM

Contacts
GOxborrow@swchs.net
AWheeler@swchs.net
PBanks@swchs.net